

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



South Carolina  
Department of Education

Together, we can.

### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

School: Rock Hill High School

District: Rock Hill Schools

Principal: Mrs. Judith B. Mobley

Superintendent: Lynn Moody

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

**The following information must be included in the rationale:**

- **Summary of demographic information from 2007 School Report Card**
  - **School Profile (students, teachers, school)**
  - **Population diversity (refer to Performance of Student Groups)**
  - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format**
  - **Test Data (PACT/HSAP/EOC Exams)**
  - **Graduation rate (if applicable)**
  - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

### **School Profile**

Rock Hill High School is a public high school in York County School District Number Three. It is accredited by the S.C. State Department of Education and the Southern Association of Colleges and Schools. It is located two miles from the city of Rock Hill, South Carolina. The city population is 57,900 with 213,467 residents in York County. Occupations of parents at the school vary from professional to blue-collar workers in a county where 28.2% of residents have a Bachelor's degree or higher.

The city of Rock Hill is located in York County in the north central part of the state and came into existence in 1852. For many years, textiles were a major part of the economy. Employment falls into a number of different areas now: 27.3% sales, 19.1% professional, 18.7% production, 15.5% services, 10.9% management, 8.3% construction, and 0.2% farming.

The 2007–2008 enrollment of Rock Hill High School is 2130 students in grades 9–12. The school day for students is from 8:30a.m. to 3:39p.m. The ethnic makeup of the student population is Caucasian 59.81%, African-American 27.79%, Hispanic 5.72%, American Indian 2.91%, and Asian 2.9%. The percentage of students qualifying for free or reduced lunch is 26.6% for free and 5.7% for reduced lunch.

Rock Hill High School has a faculty of 230 certified teachers, 3 program coordinators, and 14 instructional assistants. The administrative staff includes a principal, 4 assistant principals, an athletic director, and an assistant athletic director. The school has 7 full-time guidance counselors, 1 school psychologist, 1 career specialist, 2 media specialists, 1 job coach, 1 academic coach, 2 technology assistants, and 12 clerical support personnel. In the current school year, the average experience of all teachers is 14.5 years. The experience level of Rock Hill High School faculty ranges from 0 to 45 years. Most have advanced degrees: 34% have Bachelor's degrees, 59% have Master's degrees, 4% have Educational Specialist degrees, and 2% have Doctorate degrees.

Rock Hill High School offers a varied curriculum with courses in tech prep, college prep, honors, Advanced Placement, and International Baccalaureate. New courses have been added to the curriculum to correlate to the provisions of the EEDA. Teachers are currently working collaboratively to "unpack" the standards and create curriculum maps for every course. Dual credit courses are offered for students who want to earn college and high school credit simultaneously.

# School Timeline

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- All information that is pertinent to the implementation of the FSRP
- Testing (MAP, Benchmark, etc.)
- Disaggregation and ongoing utilization of data to guide instruction
- Professional development that needs to be scheduled
- Implementation/monitoring of specific strategies

## **July 2008**

- Counselors audit seniors' progress toward meeting graduation requirements after summer school ends.
- Counselors refer students who fail core courses in summer school to credit recovery or reschedule for fall semester.
- Counselors schedule students who failed the math portion of HSAP into Learning Lab classes for first semester.
- Counselors and scheduling administrator check students' schedules to make sure all 10<sup>th</sup> grade students are scheduled for physical science.
- Counselors and scheduling administrator check students' schedules to make sure all 9<sup>th</sup> grade students are scheduled for either Algebra 1 or for both Algebra Tech 1 and Algebra Tech 2.
- Counselors and scheduling administrator set initial class size in physical science classes at 25:1 and maintain that ratio when new students enroll.
- Science department chair orders graphing calculators for physical science classes.
- Principal budgets funds for departments to send teachers to workshops on inquiry learning, constructed response, and other research-based instruction.
- Teachers attend conferences and workshops beginning in the summer and continuing throughout the year.
- Calculate number of FTE's for physical science and fund positions.

## **August 2008**

- Teachers in collegial groups by subject area continue work on Curriculum Maps. This will continue on the 3 delayed start days each semester.
- Department meetings to discuss implementation of Curriculum Maps. These will continue each month.
- Program Coordinators and Department Chairs will disseminate information about available workshops and inservices on research-based instruction to teachers. This will continue throughout the year.
- Monitor enrollment in physical science classes. This will continue throughout the year as additional students enroll.

## **September 2008**

- Inservice on graphing calculators for all physical science teachers.
- Inservice on constructed response math items for math, Learning Lab, and Academic Support teachers.
- Lead teachers and program coordinators conduct inservice training on using Curriculum Maps. This will continue throughout the school year.
- Logs of observations by administrators and program coordinators. These will continue each month.

- Counselors begin holding senior conferences with seniors and parents to monitor progress toward meeting graduation requirements.
- Assistant principals refer students recommended for expulsion to the Renaissance Academy (alternative school). This will continue monthly throughout the year.
- Learning Lab teachers administer MAP test to students who failed math HSAP in early September.
- Teacher-led inservices to share strategies from off-campus meetings. These will continue throughout the year.
- Refer qualifying students to alternative school.
- Monitor communication between home school and alternative school. This will continue throughout the year.

#### **October 2008**

- Counselors continue holding senior conferences with seniors and parents to monitor progress toward meeting graduation requirements.
- Core teachers refer students who are failing to the Academic Coach for content recovery at the end of the first nine weeks.
- Academic Coach begins content recovery with referred students.

#### **November 2008**

- Teachers continue curriculum mapping.
- Math and science departments continue bi-monthly curriculum map discussions.

#### **December 2008**

- Counselors schedule students who failed HSAP into Learning Lab classes for second semester.

#### **January 2009**

- Learning Lab teachers administer MAP (post-test) test to students who failed math HSAP.
- Counselors will monitor senior progress toward graduation after first semester grades are in.
- Counselors refer students who failed core courses first semester to credit recovery or reschedule for spring semester.
- Counselors reschedule 9<sup>th</sup> graders who fail Algebra Tech 1 first semester into Algebra Tech 1 second semester.
- Counselors reschedule students who failed fall HSAP into Learning Lab.
- Counselors verify Physical Science enrollment 25 or less.

#### **February 2009**

- Guidance counselors hold periodic sessions with seniors at risk of not graduating to ensure progress toward passing courses needed for graduation.
- Learning Lab teachers administer MAP diagnostic test to second semester students and tailor instruction to strands of individual student weakness.
- Academic Coach begins content recovery with second semester students, giving priority to seniors.
- Continue department inservices on standards-based teaching.

#### **March 2009**

- Continue curriculum mapping

- **Continue classroom observations for use of curriculum maps.**

**April 2009**

- **Complete year 2 stage of curriculum mapping.**
- **Guidance counselors meet with seniors at risk and advise students on final graduation requirements.**

**May 2009**

- **Learning Lab teachers administer MAP post tests to second semester students to track growth**

**June 2009**

- **Compile final EOC test results.**
- **Compile graduation data**

**Needs Assessment (see attached data charts)**

African-American students performed lower on HSAP longitudinal passage rate than white students (79% for blacks and 93% for white) but had a higher graduation rate (62.5% for blacks and 59.3% for whites). African-Americans also performed lower on End of Course tests (49.1% for blacks and 56.8% for whites). Whites performed better than African-Americans on HSAP longitudinal and End of Course tests, but worse than African-Americans on graduation rate. Asian-Pacific Islanders scored the lowest of all ethnic groups on first attempt English Language Arts HSAP, and the best of all groups on math HSAP. Students with subsidized meals did not perform as well as those without in all areas of performance on the school report card. As is typical, students with disabilities did not perform as well as those without.

**Process for Developing Focused School Renewal Plan**

The principal worked with the ERT to formulate broad goals in the three areas considered to be the most important areas for improvement. An assistant principal, two guidance counselors, the testing coordinator, the Learning Lab teacher, and the two program coordinators provided specific details and advice in several areas as we developed strategies for these goals. Draft copies of data, profile, and goals from our current SACS self-study were also used to develop goals and strategies.

The SIC discussed the goals at our February 5, 2008 meeting and approved the goals and strategies of the plan. The administrative team also approved the plan after discussion at the February 12, 2008 meeting. Input and suggestions from these groups were used to refine the FSRP.

**Selected Goals**

We chose goals in areas of greatest need for improvement: graduation rate, longitudinal HSAP, and physical science EOC scores. All of these goals were targeted by the school administrative team and the SACS self-study team for focused improvement this year. With district support, we have made several curriculum and program changes for the future that should assist in improvement efforts. We will re-sequence science courses and offer an extra math to 9<sup>th</sup> graders, for example.

We set goals at 2/3 of the amount needed by 2010 to move both HSAP longitudinal and graduation rate to the next level for the school report card. We also believe that improving physical science EOC scores is important for our students' academic success. The focus for HSAP improvement is in math since we are currently in the 3<sup>rd</sup> year of literacy efforts begun with a literacy coach.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Goal 1: By April 1, 2009 at least 62.2% of seniors that were first time ninth graders in 2005-2006 will be on track as indicated by senior audit to complete all graduation requirements for a South Carolina diploma to be awarded in June 2009.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Conduct periodic individual senior conferences.</b>	<b>Guidance Counselors</b> Mandy Daigle Daren Hutchison Buddy King Catherine Pruett Kirkley Russell	<b>July 2008</b>	Each counselor will conduct audits in the summer of all students and then hold individual conferences with each senior and his/her parents in the fall to make sure all requirements for graduation are being met. After the end of first semester, each counselor will check for failures and make necessary adjustments in schedules to help keep students on time for graduation. <b>Documentation:</b> Schedule of meetings and statement from counselors when audits are complete. <b>Person Responsible:</b> 10 <sup>th</sup> -12 <sup>th</sup> grade Guidance Counselors.
<b>Identify students who fail core courses.</b>	<b>Guidance Counselors</b> Mandy Daigle Daren Hutchison Karen Jackson Buddy King Catherine Pruett Kirkley Russell Terry Starnes	<b>July 2008</b>	Guidance counselors will check grades of each student in his/her section of the alphabet after summer school and at the end of the fall semester to determine if students are eligible for credit recovery or rescheduling. <b>Documentation:</b> List of credit recovery students and date students referred to program. <b>Person responsible:</b> All guidance counselors
<b>Provide academic assistance for credit retrieval for students that fall behind in passing courses required for graduation.</b>	<b>Academic coach</b> Christie Caveny	<b>August 2008</b>	The academic coach will contact each student from a list of failures and supervise APEX credit recovery. At the beginning of each semester, the Academic Coach will use the guidance list (see box above) to enroll students in APEX credit recovery. Students will work self-paced from home and at school to complete the work, and grades will be revised when work is completed. <b>Documentation:</b> Data from APEX Management System <b>Person Responsible:</b> Academic Coach Christie Caveny

<b>Identify students who are at risk of failing core courses and need content recovery.</b>	<b>All Teachers of Math, Science, English, and Social Studies</b>	<b>Oct. 2008</b>	Core teachers refer all students who are failing at the end of the first nine weeks grading period to the Academic Coach and identify units of student that need to be re-studied. <b>Documentation:</b> Sample lists of students failing and units of study. <b>Person responsible:</b> All core classroom teachers
<b>Provide intervention for content recovery for students at risk of failing core courses</b>	<b>Academic coach</b> Christie Caveny	<b>Oct. 2008</b>	The Academic Coach will contact each student on the lists provided by teachers and begin content recovery through APEX software. <b>Documentation:</b> Data from APEX management system. <b>Person responsible:</b> Academic Coach, Christie Caveny.
<b>Refer students who have been recommended for expulsion to the district alternative school</b>	<b>Assistant Principals</b> Mr. Steven Knight Mrs. Martha McLeod Mr. Beau Modla Mr. Darryl Taylor	<b>Sept. 2008</b>	Each assistant principal will notify students and parents of process for application to the alternative school when discipline reaches an expulsion level. <b>Documentation:</b> Monthly lists of referred students. <b>Persons responsible:</b> All assistant principals



**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 2: By April 1, 2009, increase the percentage of students passing the End of Course (EOC) Physical Science test from 30.9% to 45% as measured by fall semester EOC scores. (Note: All Physical Science sections are scheduled for fall semester.)**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Require all 9<sup>th</sup> grade students to take either Algebra 1 or both Algebra Tech 1 and Algebra Tech 2, allowing students failing Tech 1 to retake it second semester.</b>	<b>Counselors</b> <i>Karen Jackson Terry Starnes, Scheduling Admin. Beau Modla Academy Director Steven Knight</i>	<b>July 2008</b>	Allowing students to take more math courses in the 9 <sup>th</sup> grade will give students a stronger math foundation for success in physical science. <b>Documentation:</b> Sample schedules of 9 <sup>th</sup> graders and list of students rescheduled after 1 <sup>st</sup> semester. <b>Person responsible:</b> 9 <sup>th</sup> grade guidance counselors and administrators.
<b>Require all students to take physical science in the 10<sup>th</sup> grade after taking at least one course of algebra</b>	<b>Counselors</b> <i>Mandy Daigle Daren Hutchison Buddy King Catherine Pruett Kirkley Russell Scheduling Admin. Beau Modla</i>	<b>July 2008</b>	Moving physical science to the 10 <sup>th</sup> grade will allow students to complete more math courses before taking a math-based science. All 9 <sup>th</sup> graders will take Biology 1 or Applied Biology instead of Physical Science. <b>Documentation:</b> Sample schedules of 10 <sup>th</sup> graders. <b>Persons responsible:</b> 10 <sup>th</sup> – 12 <sup>th</sup> Guidance counselors and Mr. Modla, scheduling administrator.
<b>Teachers will attend inservices on inquiry and the use of support documents for physical science</b>	<b>Program Coordinators</b> <i>Paula Hough and Department Chair Jessica Averett</i>	<b>July 2008</b>	Program Coordinators will disseminate information about conferences and workshops. Teachers will register for these one-session inservices sponsored by the SDE or District Office specialists and then present to colleagues in monthly department meetings. Administrators will monitor use of strategies in monthly walk-through observations. <b>Documentation:</b> List of teachers attending workshops and conferences held off-campus and on-campus. <b>Persons responsible:</b> Program Coordinators Paula Hough and Science Department Chair Jessica Averett.

<b>Reduce student:teacher ratio to 25:1 in physical science classes</b>	<b>All Counselors</b> <i>Mandy Daigle</i> <i>Daren Hutchison</i> <i>Catherine Pruett</i> <i>Buddy King</i> <i>Kirkley Russell</i> <i>Terry Starnes</i> <i>Karen Jackson</i> <b>Scheduling Admin.</b> <i>Beau Modla</i>	<b>July 2008</b>	Class size will be carefully monitored throughout the semester to ensure class size remains small. <b>Documentation:</b> SASI enrollment records <b>Persons responsible:</b> Scheduling Administrator
<b>Continue writing Curriculum Maps of physical science standards, including a timeline, essential questions, enduring understandings, and at least one unit of study.</b>	<b>Program Coordinators</b> <i>Martha Warner</i> <i>Paula Hough</i> <b>Teacher Leaders</b> <i>Jessica Averett</i> <i>Chuck Conrad</i>	<b>August 2008</b>	Teams of teachers will work on delayed start days to complete the second phase of the Curriculum Maps to ensure that instruction matches the standards for increased student success in physical science. <b>Documentation:</b> Agendas for delayed start meetings. <b>Persons responsible:</b> Program Coordinators
<b>Provide sets of graphing calculators in all physical science classes.</b>	<b>Department Chair</b> <i>Jessica Averett</i> <b>Principal</b> <i>Judy Mobley</i>	<b>July 2008</b>	Purchase calculators before school starts for all physical science classes. <b>Documentation:</b> Invoice of purchased calculators <b>Person responsible:</b> Department Chair Jessica Averett
<b>Provide training to teachers on use of calculators in physical science classes.</b>	<b>Program Coor.</b> <i>Paula Hough</i> <b>Department Chair</b> <i>Jessica Averett</i> <b>District Office Coor</b> <i>Tonya Belton,</i> <i>David Norton</i>	<b>Sept. 2008</b>	Department chair will arrange inservice on graphing calculators for all physical science teachers. <b>Documentation:</b> Meeting agenda and roster of attendees <b>Person responsible:</b> Department chair

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Goal 3: By April 1, 2009, 10% of students in math remediation classes fall semester will increase their math score on the High School Assessment Program (HSAP) to a passing score (level 2) as measured by a Measures of Academic Progress (MAP) score of 223.***(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Schedule students who have failed the math portion of HSAP exam into the Learning Lab for acceleration in the next semester after each unsuccessful HSAP attempt</b>	<b>Guidance Counselors</b> Daren Hutchison Mandy Daigle Buddy King Catherine Pruett Kirkley Russell	<b>July 2008</b>	Each guidance counselor will review HSAP scores in the summer and place all students who failed the math portion of HSAP in the Learning Lab for first semester and review fall scores for placement in second semester classes. <b>Documentation:</b> Roster of Learning Lab students <b>Person responsible:</b> SASI clerk, Debra Crenshaw
<b>Offer staff development for all math, academic support, and Learning Lab teachers in formulating and grading constructed response items using the state rubric.</b>	<b>Program Coor.</b> Paula Hough <b>Department Chair</b> Anne Murray <b>Lead Teachers</b> Lynn Helms-Sp Ed Babs Addison- Learning Lab	<b>Sept. 2008</b>	The Program Coordinator and math department chair will arrange for lead teachers to attend training and then train our staff in inservice and department meetings early in first semester. Teachers will register for these one-session inservices sponsored by District Office specialists and then present to colleagues in monthly department meetings. Administrators will monitor use of strategies in monthly walk-through observations. <b>Documentation:</b> Lists of teachers who attend training sessions and inservice/department meeting agendas. <b>Person responsible:</b> Program Coordinator, Paula Hough and Department Chair Anne Murray
<b>Administer fall MAP tests to learning lab students to diagnose deficiencies and to tailor instruction to meet students' needs</b>	<b>Testing Coor</b> Carla Berry, <b>Learning Lab</b> Babs Addison <b>Computer Lab .</b> Windy Webb	<b>Sept. 2008</b>	The testing coordinator will schedule MAP testing in October and provide scores to the Learning Lab teacher. The lab teacher will design individualized instruction to target student weaknesses and administrators will monitor instruction in walk-through observations. <b>Documentation:</b> Fall MAP scores and sample objectives for individual students. <b>Persons responsible:</b> Learning lab teacher Babs Addison and testing coordinator Carla Berry
<b>Design and teach lesson plans to address weaknesses identified by MAP scores.</b>	<b>Learning Lab</b> Babs Addison, <b>Sp Ed teachers</b>		The teacher will use strand data from MAP testing and training information from staff development to target instruction for individual students.

	<i>Lynn Helms, Jeff Johnson, Debbie Mitchem, Tori Hill, Elizabeth Berger, Shelly Sanchez, Edwina Gramuska</i>	<b>Sept. 2008</b>	<b>Documentation:</b> Sample MAP data and sample lesson plans <b>Persons responsible:</b> Learning Lab teacher Babs Addison
<b>Administer winter MAP test to learning lab students to measure progress.</b>	<b>Testing Coor.</b> <i>Carla Berry,</i> <b>Learning Lab</b> <i>Babs Addison,</i> <b>Computer Lab</b> <i>Windy Webb</i>	<b>Jan. 2009</b>	The testing coordinator will work with the Learning Lab teacher and the computer lab assistant to schedule MAP testing during the January district window. Learning Lab teachers will compare results of pre- and post-tests. (October-January) <b>Documentation:</b> Winter MAP scores and analysis of progress. <b>Persons responsible:</b> Learning Lab teacher Babs Addison.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 1: By April 1, 2009, the principal will utilize an instructional observation rubric to ensure that at least 80% of teachers are posting standards and adhering to the district curriculum maps as evidenced by monthly data collection rubrics and a passing rate of 45% on Physical Science EOC.** *(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Provide monthly inservice training to teachers on use of Curriculum Maps.</b>	<b>Department chairs,</b> Anne Murray, Rise' Strickland, Haley Whyte, Jessica Averett, Judy Garner, Kristina Holst, Jan Ashley, Lynn Helms, Joe Gullledge, Pam Poag, John Murray, Eric Rollings <b>Program Coordinators</b> Paula Hough Martha Warner <b>Administrators</b> Beau Modla, Darryl Taylor, Martha McLeod, Steven Knight	<b>Aug. 2008</b>	The mapping team will provide copies of the documents to all teachers at the beginning of the year and will train teachers on implementation throughout the year during department meetings and delayed start days. <b>Documentation:</b> Agendas/minutes of department meetings and staff development sessions. <b>Persons responsible:</b> Program Coordinators
<b>In bi-monthly department meetings, teachers will address progress and challenges in effectively using Curriculum Maps.</b>	<b>Lead Teachers and Depart Chairs</b> Anne Murray, Rise' Strickland, Haley Whyte, Jessica Averett, Judy Garner, Kristina Holst, Jan Ashley, Lynn Helms, Joe Gullledge, Pam Poag, John Murray, Eric Rollings	<b>Aug. 2008</b>	At these meetings teachers will collaborate to develop strategies for areas in need of improvement in the documents or in implementation of them. <b>Documentation:</b> Minutes of department meetings. <b>Persons responsible:</b> Department chairs
<b>Monthly observations will be done by all administrators and Program Coordinators to monitor use of the Curriculum Maps.</b>	<b>Administrators</b> Steven Knight Martha McLeod Beau Modla Darryl Taylor Judy Mobley <b>Program Coordinators</b> Martha Warner Paula Hough	<b>Aug. 2008</b>	Each administrator and Program Coordinator will observe assigned teachers at least monthly, provide feedback to teachers and departments, and discuss strengths and areas for improvement in weekly administrative team meetings. Data will be collected on a common rubric and analyzed in monthly leadership team meetings. <b>Documentation:</b> Logs of classroom visits and feedback provided to teachers. Data rubrics. <b>Persons responsible:</b> Administrators /Prog.Coordinators.

<b>Conduct follow-up conferences with teachers not meeting expectations.</b>	<b>Administrators</b> <i>Judy Mobley, Beau Modla, Darryl Taylor, Steven Knight, Martha McLeod</i>	<b>Sept. 2008</b>	Administrators will meet with teachers and provide strategies to bring instruction in line with curriculum map <b>Documentation:</b> Log of meetings with teachers <b>Person responsible:</b> Principal Judy Mobley
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 2: By April 1, 2009, the principal will provide professional development and funds to ensure that 45% of all physical science students pass the End of Course exam.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

**(NOTE: All Physical Science classes are scheduled for Fall semester)**

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Budget funds for Science teachers to research-based workshops in inquiry learning.</b>	<b>Principal</b> <i>Judy Mobley</i> <b>Program Coordinator</b> <i>Paula Hough</i> <b>Department Chair</b> <i>Jessica Averett</i>	<b>July 2008</b>	The principal will budget funds for training and substitutes, and the Program Coordinators and Department Chair will assist in providing information about registering for the sessions. <b>Documentation:</b> Records of funds spent and teachers attending sessions. <b>Person responsible:</b> Principal Judy Mobley
<b>Schedule regular meetings for teachers to collaborate to plan instruction</b>	<b>Principal</b> <i>Judy Mobley</i>	<b>July 2008</b>	Administrators will schedule times for school inservices for teachers to share their training with others and design common instructional materials and activities. <b>Documentation:</b> Log of training sessions <b>Person responsible:</b> Principal Judy Mobley
<b>Sponsor workshops by district personnel on integrating math into science lessons.</b>	<b>Principal</b> <i>Judy Mobley</i>	<b>Sept. 2008</b>	Principal will schedule time for training. <b>Documentation:</b> Logs of training sessions. <b>Person responsible:</b> Principal Judy Mobley
<b>Purchase graphing calculators for science classes.</b>	<b>Principal</b> <i>Judy Mobley</i>	<b>August 2008</b>	Calculators will be purchased to integrate math into science classes. <b>Documentation:</b> Invoice of purchase <b>Person responsible:</b> Principal Judy Mobley
<b>Provide substitutes for staff development activities for teachers.</b>	<b>Principal</b> <i>Judy Mobley</i>	<b>Sept. 2008</b>	Substitutes will allow teachers time for training to improve instruction. <b>Documentation:</b> Dates of training and substitutes <b>Person responsible:</b> Principal Judy Mobley

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 1** By April 1, 2009, the district will provide professional development and staffing to ensure that at least 45% of all physical science students pass End of Course exam.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Fund the number of FTE's needed to maintain physical science student: teacher ratio at 25:1</b>	<b>Dir. Of Secondary Instruction</b> <i>Dr. Harriet Jaworowski</i> <b>Personnel Director</b> <i>Becky Partlow</i>	<b>July 2008</b>	Monitoring enrollment of physical science class sizes to keep enrollment small will improve success in the course. <b>Documentation:</b> SASI records of enrollment in each section <b>Person responsible:</b> Administrator Beau Modla
<b>Provide staff development on integration of math in science classes.</b>	<b>Dir. Of Secondary Instruction</b> <i>Dr. Harriet Jaworowski</i> <b>Area Specialists</b> <i>David Norton</i> <i>Tonya Belton</i>	July 2008	Providing sessions on math skills and calculator use in science classes will increase student success on EOC. <b>Documentation:</b> Log of training and attendees. <b>Person responsible:</b> Program Coordinator Paula Hough
<b>Provide professional development on inquiry learning.</b>	<b>Dir. Of Secondary Instruction</b> <i>Dr. Harriet Jaworowski</i>	July 2008	More use of science lab activities will aid students in developing science skills needed for EOC. <b>Documentation:</b> Log of training and attendees <b>Person responsible:</b> Department Chair Jessica Averett



**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 2: By April 1, 2009, the district will support an increase in graduation rate from 58.6% to at least 62.2% by providing alternative educational programs for students to earn high school credit and mitigate failures during the semester.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Design a program (Renaissance Academy) for students who are expelled to allow them to continue academic courses in an alternative setting with structure and smaller environment.</b>	<b>Assoc Superintendent</b> <i>Dr. Harriet Jaworowski</i> <b>Director of Alternative School</b> <i>Jamie Quinn</i>	<b>July 2008</b>	Students will benefit from smaller learning environment and alternative setting and will continue to earn units toward graduation. <b>Documentation:</b> Records of enrollment, attendance, and credits earned. <b>Person responsible:</b> Alternative School Dir. Jamie Quinn
<b>Maintain communication with home school to ensure students are making progress toward graduation.</b>	<b>Assoc Superintendent</b> <i>Dr. Harriet Jaworowski</i> <b>Director of Alternative School</b> <i>Jamie Quinn</i>	<b>Sept. 2008</b>	Collaboration between home school and alternative school will ensure students will continue progress toward graduation while at the alternative school. <b>Documentation:</b> Records of communication between guidance counselors at each school. <b>Person responsible:</b> Guidance counselors at each school.
<b>Provide placement for students in Phoenix Academy to retake failed courses.</b>	<b>Assoc Superintendent</b> <i>Dr. Harriet Jaworowski</i> <b>Director of Alternative School</b> <i>Jamie Quinn</i>	<b>Sept. 2008</b>	Giving students opportunity to recover lost credits will allow them to graduate on time. <b>Documentation:</b> List of Rock Hill High School students who earn credit at Phoenix <b>Person responsible:</b> Guidance counselor Daren Hutchison
<b>Provide an online program for students to re-take failed coursework at Rock Hill High School.</b>	<b>Associate Superintendent</b> <i>Dr. Harriet Jaworowski</i> <b>Director of Alternative School-Jamie Quinn</b>	<b>Sept. 2008</b>	Giving students the opportunity to re-take coursework will enable them to graduate on time. <b>Documentation:</b> List of students completing online courses. <b>Person responsible:</b> Academic Coach Christie Caveny
<b>Provide an Academic Coach to oversee the online programs for credit retrieval and content recovery.</b>	<b>Assoc Superintendent</b> <i>Dr. Harriet Jaworowski</i> <b>Dir of Alternative School</b> <i>Jamie Quinn</i>	<b>Sept 2008</b>	The coach will provide assistance with the logistics of the program and frequent monitoring of student progress to ensure credit recovery. <b>Documentation:</b> List of students and credits earned <b>Person responsible:</b> Academic Coach Christie Caveny

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative  
Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

MEASURES OF ACADEMIC PROGRESS (MAP) ---Set of computerized adaptive achievement tests that measure basic achievement skills in reading, language usage, and mathematics.

APEX LEARNING---Online core course curricula used for credit recovery. Curriculum is aligned to state standards for these courses.

LEARNING LAB---School-based elective credit course required for HSAP remediation. Students are placed in the course if they fail one or more sections of the HSAP test and receive remediation in targeted areas of weakness.